

RESPONSE

ROSARY HILL COLLEGE | Summer 1969

VOL. III
#2



"...that certain 'joie de vivre' which perhaps is not completely lost if we live with the times and yet above them."

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Volume III | Number 2

Co-Editors

Donna M. Geary
Director of Alumnae Relations

Joyce Neville
Director of Publications

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Innovation: The Reflection Of Life

Basic to human nature is the desire for change. Change never ceases yet change is often imperceptible until there is a reality claimed as a product of this process of change.

One can equate innovation with life for life is change. To pursue the equation further, one might add that the process of education is a process of change. Simply: $A = C$; $B = C$; $A = B$.

To deal with education, then, one must come to terms with innovation. Change mustn't sweep in an unruly flood; it must be sifted, scraped clean and microscopically probed. Modern man's changes have been so overpowering that change has come to be seen as a de facto good rather than something to be judged. In the dizzying time continuum, it is wise to suspend oneself and evaluate. This issue of "RESPONSE" investigates current innovations relating to Rosary Hill and to education. We do not pretend to evaluate; we merely present while we challenge you to give response.

The Editors

COVER: Light-heartedness, frivolity, balloons . . . all components of release, of summer, of life . . . of that detachment from responsibility which one associates with the time of the year when everyone seems alive and going somewhere. In the time of innovation, of revolution, of pressure, we strove to re-capture on the cover that certain "joie de vivre" which perhaps is not completely lost if we live with the times and yet above them.

MODEL: Audrey Carlson '69

The Language of Pedagogues

Dr. Alfred Zielonka recently has been appointed assistant academic dean at Rosary Hill. Since 1964, Dr. Zielonka has served as chairman of the Education Concentration at Rosary Hill, a post which has been assumed by Miss Lucy Stephenson, associate professor of education.

*by Dr. Alfred Zielonka, Ph.D.
Assistant Academic Dean
Rosary Hill College*

Every profession has its own language and the teaching profession is not an exception. However, probably no other profession is in the position of having to define its vocabulary for the public for the simple reason that, by its very nature, the educational profession must involve the public. A general rule which applies to the organization of any school curriculum is to involve "anyone who could be affected by it." This means students, parents, businessmen, and government officials, among others. For this reason it is necessary that all of these individuals have some understanding of the terms used in the field of education.

What follows is an attempt to up-date definitions of terms which are used extensively today and to provide thumb-nail definitions of some relatively new terms. It might be interesting for the reader to define the term himself before reading the definition just to see how knowledgeable he is. How many arguments have persisted simply because the discussants *thought* they disagreed, but actually agreed?

The reader who has participated



"Every profession has its own language and the teaching profession is not an exception."



"... 'modern' or 'new' mathematics is neither modern nor new."

in a teacher education program should be aware of the fact that the terms "teacher training" and "practice teaching" are obsolete. We say that we "train dogs and prepare teachers" and that we no longer "practice" on children. The preferred terms are "teacher preparation" or "teacher education," and "student" or "cadet teaching."

"Microteaching" is a scaled down teaching experience with regard to class size (5 or fewer students), time (5-20 minutes), and lesson content. Experiments have indicated that, for many student teachers, this is more valuable than teaching a full-size class.

The mathematics that is included in "modern" or "new" mathematics is neither modern nor new. The program is modern having a new point of view, new emphases, and includes material new to the elementary school. Geometric and algebraic concepts are introduced to the student much earlier and there is continual



"The term 'independent study' is as misunderstood as was John Dewey's philosophy of student participation."

reinforcement. The main points are the spirit of discovery by the students, emphasis on understanding, looking for patterns and generalization, building new concepts from old ones and understanding the structure of the number system. Rote learning is de-emphasized.

"Team teaching" appears to be a response to an argument that it is generally unreasonable to assume that a teacher can teach all things equally well. The team, under the direction of a team leader, can take better advantage of the specialties of its members. It plans, organizes, and conducts class presentations and other educational activities which offer a greater variety of learning experiences than the students might otherwise receive.

There are numerous arguments for and against class grouping. "Homogeneous grouping" is an attempt to place students with the same general ability in any one subject area in the same classroom. It is felt by

some that it is easier to teach, and hence to learn, if students of equal ability work together. There are also many advocates of "heterogeneous grouping." In this situation one might find slow and average learners as well as those with above-average ability. One of the strongest arguments put forth in support of this procedure is that it is more realistic to place students in a competitive situation. This will better prepare them for the realities of life and they will learn more from a more able classmate than they might from one of equal ability.

The "ungraded" (or nongraded) school is another program often misunderstood. Possibly, if one would consider the fact that different students develop certain talents, skills and interests at different times, then this would appear to make some sense. In the traditional school, if Johnny is a bit slow in his mathematics class in the first grade, he may be retained in that grade. He may be outstanding in his language arts but will have to repeat this work because he is required to repeat the entire grade. In the ungraded school, the student progresses according to subject. It is entirely possible for a student, for example, to be doing grade one mathematics, grade two social studies and grade three reading work. Also, where the graded system held back the rapid learner, he is now encouraged to advance. Children do not learn all things at the same rate and so the lock-step curriculum is outmoded.

"Flexible" (or modular) scheduling is an attempt to make better use of class time. Modules of, say, 20 minutes each, are ordered by the teacher for different class days in accordance with her programs for these days. A science teacher who was, previously restricted to daily "periods" of 45 minutes each, who had not enough time for the laboratory work on Wednesday and too much time

for the weekly test on Friday, can now order four or five modules for Wednesday and one module for Friday. Obviously, since the science program does not operate apart from the other elements of the curriculum, planning, and the establishing of priorities are essential. However, these are administrative problems which do not appear to be irresolvable.

The term "independent study" is as misunderstood by some as was John Dewey's philosophy of student participation. The student is never totally independent. The significance behind this program lies in the fact that the student is given an opportunity to study in greater depth an area which is of particular interest to him, using the school's facilities. In most cases, the total faculty makes itself available, not just those members to whom the student is assigned. There is guidance, direction, and encouragement. But there is also independence.

In the literal sense the term "paraprofessional" refers to one who works alongside the professional. In the school, the professional is the teacher. Where the "teacher aide" was one of the first titles given to someone who served with the teacher, we now are discovering additional titles, all related to one's educational background. It has been suggested that "aide" refer to one with minimal competency; "assistant teacher" to one with a junior college or associate degree; and "associate teacher" to one who has completed three years of college. Regardless of how this program develops, there is one thing that must be kept in mind: such individuals *may not* assume any *teaching* responsibilities. The certified classroom teacher cannot delegate nor be ordered to delegate this responsibility.

Television certainly has done much to educate all people, both in and out of the formal classroom set-

ting. It may be appropriate to differentiate between two types of instructional television: ETV and CCTV. "ETV" simply means educational television and usually refers to "open circuit" or that which is transmitted without the use of cables. Educational television transmitted by a community station (Channel 17 in Buffalo) is an example of this. On the other hand, "CCTV" refers to closed circuit television and requires cables for transmission from source to receiver. In New York State there are plans underway for the linking of all major educational institutions via a 2,500 megacycle system. This is an "open circuit" system, however, and relay stations will make it possible to broadcast throughout the state via the airwaves. A science class in Baldwin, Long Island may be viewed "live" by Rosary Hill students in a classroom methods course.

It is generally held that, in tomorrow's schools, the emphasis is going to be upon learning rather than teaching. An analysis of the students' needs and talents will precipitate development of special programs. As no two teachers teach alike, no two students learn alike. Sensitivity to the needs of the individual will be the key that turns the ignition of the most sophisticated administrative machine that man has ever developed. The question that is now being considered is how much of this will be man and how much will be machine?

Area Studies— A Growing Edge of Education

6

Dr. Edwin L. Neville, Jr., assistant professor of history at Canisius College, Buffalo, has travelled extensively in the far east and has attained his Ph.D. in history at the University of Michigan. As a part of Dr. Neville's Asian institute for high school teachers which uses an interdisciplinary approach in the study of modern China and Japan, Sister Mary Francis Peters, chairman of the Rosary Hill Theatre Arts Concentration, will be a guest speaker this fall.

by Edwin L. Neville, Jr., Ph.D.
Assistant Professor of History
Canisius College

The real revolution taking place in the world today is in education. This is where the action is. The post World War II baby boom has produced for the '70's an American as well as a world society in which a majority of the population is of college age or younger. Educational institutions are a major factor in the long range planning of federal, state and local governments as well as financial and business interests. Colleges and universities are competing with each other. They are big business and expansion plans are the order of the day. In order to compete favorably, institutions of higher education must be aware of new programs being offered and curriculum changes taking place and adapt them where practical. This is the growing edge.

One of the important innovations in education is the interdisciplinary approach to learning. This concept means offering courses structured to include material, lectures and

discussions from a number of different disciplines, such as: anthropology, art, economics, geography, history, language, literature, philosophy, political science, and religious studies. Another name for this concept would be area studies, that is a concentration on a specific area such as East Asia, Latin America, Southeast Asia, India, Middle East or Africa. Of course, the in-thing today is black studies. Here teachers from different disciplines focus upon the particular area in a single course or in a series of courses and build cultural blocks for the total study of its civilization.

At most liberal arts colleges the curriculum is organized to do just this for Western Civilization. Except for an honors program, in which the cross disciplinary approach is usually used, the core curriculum is so organized that with electives of one's own choosing a graduate has actually been given an interdisciplinary education in Western Civilization even when he has not taken an interdisciplinary course per se.

To know one's own culture is essential but understanding can only come when comparisons are available with at least one other civilization. The interdisciplinary approach to the study of other civilizations can help produce this understanding. New York State is leading the way. The State Education Department has instituted a new curriculum in social studies in the secondary school system and this has been adopted by church related school systems and many private schools. The 9th grade World Cultures course includes the study of the civilizations of China, Japan, Southeast Asia, India, the Middle East and Africa. The 10th grade stresses World History. The 11th grade American History course incorporates new concepts and 12th grade honor courses are offered to top students to go further into subjects of interest to them.

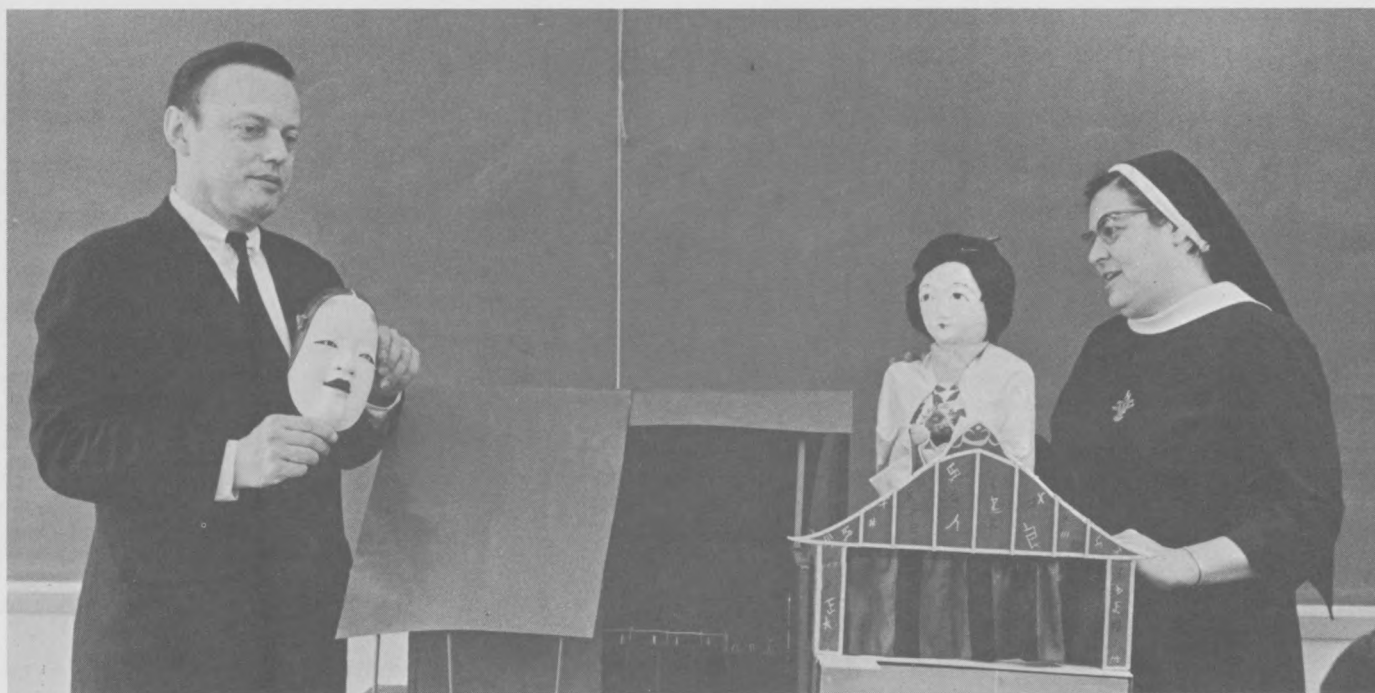
The interdisciplinary approach to



A close-up of the bunraku (puppet) doll shows the fine craftsmanship found in Rosary Hill classes. The bunraku theatre, still a major drama form in Japan, began in the 15th century.

the study of other cultures as represented by the new 9th grade World Cultures curriculum has not been easy to come by. The teachers themselves have needed interdisciplinary courses of content in non-western cultures to be able to present the material in an adequate fashion. The State Education Department's Center for International Programs and Services has sponsored a number of institutes to fill just such needs at various colleges throughout New York State. For instance, Syracuse University has a continuing one for India and Canisius College has one for modern China and Japan.

Last summer's Asian Institute at Canisius was so successful that Canisius College has adopted it as one of its regular graduate courses starting with its centennial academic year 1969-70. Conducted on a lecture-seminar basis, the course of study (Asian Studies 500-501) consists of an inter-



Sister Mary Francis Peters is describing the mask held by Dr. Neville and its use in Japanese noh drama. Other props include a Chinese theatre (left), Japanese kabuki theatre and a bunraku doll, all made in Sister Mary Francis Peters' classes at Rosary Hill.

disciplinary examination of the forces underlying the institutions of modern China and Japan and is structured on the process of modernization in those countries. Participating guest lecturers from different disciplines and with varied backgrounds in Asian studies include: Chairmen of the Anthropology Department at Cornell University, Economics Department of Northeastern Illinois State College, Philosophy and Literature Division at State University College at New Paltz, and Theatre Arts Concentration of Rosary Hill College; Directors of the East Asian Center at the University of Rochester and the Asia Library at the University of Michigan; and a specialist on Buddhism from Columbia University.

Although the interdisciplinary concept of learning is regarded today as an innovation in education, it actually came out of World War II a quarter of a century ago in the form of an area study program on Japan at the Master of Arts level at the University of Michigan. Other universities

followed suit from coast to coast specializing in different areas, but these were all graduate programs at the Master's or Doctoral level. It has taken two decades to educate enough teachers at the graduate level so that a viable program to teach the teachers who would teach the students could be instituted. In the course of this geometric progression, these teachers being taught are now teaching in the secondary school systems in New York State. The New York State program will eventually be adapted in one form or another by every state school system in the country.

The crisis now comes when high school students immersed in the concept of a world civilization composed of various interacting cultures enter a liberal arts college oriented toward a well rounded western civilization program structured along strictly disciplinary lines. Will undergraduate education face up to its responsibilities and fill the needs of this new breed of students who will begin entering

colleges as freshmen in the fall of 1970 and will compose the entire student body by 1974? The revolution in education is not over. It has just begun. The interdisciplinary changes that have taken place in graduate schools skipped over undergraduate education and were incorporated into secondary and primary education. There are enough trained teachers available to transform undergraduate education accordingly. But are college administrators willing to allow them to cut across disciplinary lines in a cooperative effort with teachers of different specialties and produce interdisciplinary courses which will give the students what they want and need and thus allow them to take their place as leaders in the new age that is already here? The answer, of course, is yes. It's coming within the next few years, either peacefully or by confrontation with the students, for interdisciplinary study is the growing edge of the new education which is already upon us.



Alumna Investigates Guidance Frontiers

8

Jean Binis Lange '53 has co-authored a pamphlet on elementary guidance which is being tested in a pilot project in the Monroe-Woodbury school district and being distributed throughout the United States.

By the time a child is six, he has been smothered by a yellow fever exposing every possibility that is open to the action and the imagination of man. The whole drama of modern life is performed in full color, pageantry and sound for the "television babies." They have seen men killed in Viet Nam, babies born, the Beatles singing, nuns flying, national leaders assassinated, cities engulfed by the flames of civil rights arsonists . . . ad infinitum. Children's programs, once designed specifically for the delight and enrichment of the younger viewers, are now pock marked by sarcasm or cynicism. Paralleled to these societal changes have been the radical transformations within the family structure. In the fever, childhood is often stolen or is irrevocably scarred. At any rate, the child of today is singular in his exposure, his needs and his responses.

Education has had to adjust to this new breed of student. Guidance systems initiated for the junior and senior high school pupils have had to be expanded to include the elementary school students. Along with the expansion have come the consequent growing pains of discovering feasible means of executing guidance for the younger children. Their problems are unique and the design for

guidance execution must be carefully planned. As yet many school districts still seek a program or are in the process of forming one while those which have been designed are in their debut periods. Presently, there seems to be a consensus among educators that more and more work must be done with the younger students. This will be reflected in a revolution in expenditure procedures and techniques used in the elementary grades of school.

A Rosary Hill alumna, Jean Binis Lange '53, has pioneered in developing an effective elementary school guidance program for the Monroe-Woodbury school district. In a recent telephone conversation, Jean indicated that it was an attempt to improve the guidance program in the Monroe-Woodbury district which spurred Mr. Reese House, a fellow counselor, and her to design a program which is being tested in a pilot project in the school district. In the meantime, the program and pamphlet "The Teacher As A Co-Counselor in the Group Counseling Process" has been circulated throughout the United States, has been presented at the New York State Guidance Convention and will be presented at the Las Vegas Convention of the American Personnel and Guidance Association.

Development of an adequate elementary school counseling program was deemed necessary by Jean when she realized that they "were working with staffs for whom the concept of group counseling was either new or relatively new." The problem is not unique for "every school district is looking for a workable plan."

Elementary guidance is a new and rapidly growing field which promises to open untold possibilities to the teacher, counselor, pupil, parent and administrator. Too often the problems of adjustment to environment have been ignored or have gone

unnoticed until the late adolescent period. By this time, the child's problems have magnified through neglect. The basic premise of the Lange-House program is that all children as well as all adults must fully penetrate themselves as individuals and then scrutinize the other individuals with whom they have contact in interpersonal relationships. Understanding of oneself ultimately leads to an understanding of and empathy with other individuals.


The goals for the children are threefold. Through the program, it is hoped that each child will develop an awareness of his feelings and to see how his feelings affect his actions. He will come to a recognition of his intellectual and emotional resources and come to "appreciate the worth and rights of others." In this "Teacher As A Co-Counselor In The Group Counseling Process" program the teacher's role is central. Since it is the teacher who spends the greatest amount of time with the student, he must be certain of his own strengths and weaknesses. After this probe, the teacher strives for sensitivity to the individual and to the processes of group dynamics. The knowledge of how to channel this dynamism is essential in the group situation. Thus the process for both teacher and pupil involves self analysis and understanding as a prelude to group activity and inter-action. Parents are provided with a forum where they share similar problems and hopefully transfer the better understanding to home behavioral situations.

The pupils used in the initial groups of the program were children with difficulties ranging from social isolation to academic underachievement. Facets of mental health were the usual discussion topics with the teacher and counselor directing the discussion. Jean maintains that the relatively short time periods, two hours per month, thirty minutes per



session, are sufficient and she does not envision lengthening the counseling periods; however, plans for expansion call for an increase in the number of children involved in the program for the program would thrive with a wider "variety of children involved."

Sister M. Vivian Rauch of the Elementary Education Concentration sees that there is a vital "necessity to have guidance in the elementary schools." One of the major obstacles that the guidance counselor must confront is the obstinacy of the teaching faculty. They, jealous of their responsibilities and role, are often reluctant to accept the presence of another individual. The threat of subservience and jealousy is alleviated in the Lange-House method in as much as the teacher and counselor become partners. The division of duties coupled with the unity of purpose is the forerunner of elementary schools that will be presented in the '70's Harold and June Shane, both professors of education at Indiana University, Bloomington, maintain that the teacher's role will be that of a "learning clinician" who works cooperatively with the culture analysts, media specialists, community contact personnel, information-input specialists and early childhood specialists.

The future of elementary guidance is unknown; yet it is a certainty that its presence will come to a wider sphere of influence. Through the ingenuity of a Rosary Hill alumna, Jean Binis Lange, and her co-author, Reese House, the Monroe-Woodbury district has discovered a workable means of elementary guidance whose national influence is yet untold. 

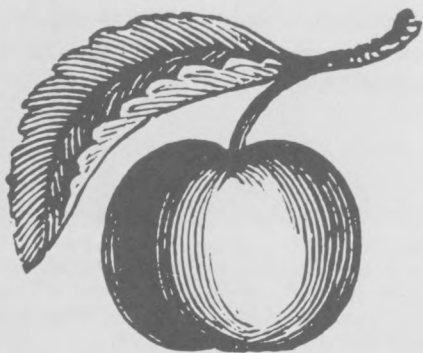
Left: Informal discussions with students and counselor (here Jean Binis Lange) promote students' understanding of their own feelings and actions as well of those of others.

Diagnosis: Health Service 'Doing Well'

10

Since 1955, Sister M. Paula Fox has been an administrator at Rosary Hill College. After serving as Dean of Students, Sister was appointed Dean of Student Affairs in September of 1964.

A past president of the Western New York Catholic Guidance Council, Sister Paula has recently been selected president elect of the New York State College Personnel Association and reappointed historian of the New York State Personnel Guidance Association. In her role as Dean of Student Affairs, Sister supervises the Coordinator of Student Activities, the Foreign Student Advisor as well as the Director of Residents, Placement, Psychological Services and Health Services.



Keeping healthy is one facet of American life that receives increasing attention — announcements on radio and television tell us why we should stop smoking, how to detect the danger signs of cancer, how to avoid fraudulent diagnosis and treatment, what hospitalization plans are available, and where to donate money for medical research. It seems that half the television commercials are trying to sell us on some remedy to make us feel better if we have an upset stomach, nervous tension, a cold, a headache, or the "blahs."

In a college community such as Rosary Hill, where approximately 1300 students spend most of their time, health care is an awesome responsibility. During the twenty years of the college's existence its health service has expanded from three physicians, who met regularly with Rosary Hill representatives to discuss special problems, to a Health Service Program encompassing an Office of Health Service and a Health Service Committee with six sub-committees. Students, faculty, administration and

ten physicians actively participate in the program.

The student's first encounter with campus health services (except for filling out a health statement form) begins during orientation week and continues through the year as she attends a program of films, lectures and discussions covering such topics as hygiene, diets, human birth, symptoms and care in common diseases. The program is conducted by the Committee on Health Education. "Student representatives perform a vital function as active members of this Health Education Committee in the selection and presentation of pertinent issues," commented Sister M. Paula Fox, Dean of Student Affairs. Students also participate in other health sub-committees.

The Committee on Health Services and Psychological Counseling oversees the college infirmary, orients resident hall supervisors in their responsibilities and limitations for health care of students in their charge, and handles referrals to private physicians and hospitals. The college also maintains an Office of Psychological Services with a full time director.

Frequent changes in insurance requirements and coverage opportunities are studied by the Committee on Health and Accident Insurance and recommendations are made by students during review of these policies.

The Committee on Health Form reviews and constantly updates information on students' health records. Committee members direct their efforts toward immunization requirements, problems of physically handicapped students, communications with students' private physicians concerning prolonged illness or special problems of recovery.

A liaison is maintained by the Committee on Hospital Services between the concentrations of Medical Record Administration and Medical Technology and the affiliated hospitals where these students intern.

To provide incoming students and their families with a description of health services offered at the college, the Committee on Brochure regularly revises and publishes a brochure.

These sub-committees supplement the Office of Health Service, Sister Paula explained. "This office concerns itself with the physical well-being of the campus community. The college physician visits twice a week and is also on call. Twenty-four hour nursing coverage is available and the college nurses keep a roster of 75 consulting physicians." The medical office is directed by Sister M. Leonarda Hendricks, R.N. and Mrs. Sally Wischerath, R.N. Sister Kathryn Zelenski is Director of Health Services.

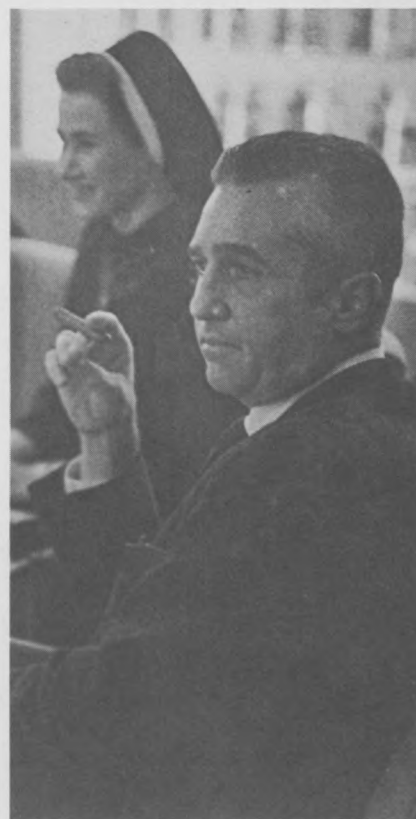
"Rosary Hill is proud of its Health Service Program," said Sister Paula, "and is confident that the competent

and interesting men serving as advisors will assure its continuing development." These ten physicians, who meet regularly to discuss "special problems, some related and some unrelated to academic problems," are Dr. John Ambrusko (surgeon), Chairman; Dr. Robert J. Collins (gynecologist); Dr. John Donohue (internist); Dr. Pasquale M. Greco (urologist); Dr. William J. Mangan (internist); Dr. Edward A. Rayhill (general practitioner); Dr. John H. Ring (orthopedist); Dr. Edward C. Rozek (radiologist); and Dr. Paul J. Weigel (internist). Dr. Ambrusko and Dr. Rozek are two of the original three college physicians. Dr. Joseph Scanio was the other.

Good health and a good life go hand in hand. These, combined with a good education, are what Rosary Hill College strives to give its students.



Surgeon Dr. John Ambrusko, chairman of the Health Services Committee, questions a fellow committee member regarding a point of contention.



Dr. Robert J. Collins, an area gynecologist, and Sister M. DeSales, director of admissions, listen as committee members discuss.

Human Dimensions Institute Invites Membership

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Opportunity is now open for membership in the Human Dimensions Institute at Rosary Hill College. Originating two and a half years ago as a program of the Rosary Hill Alumnae the Institute is now a non-profit corporation located at the college.

Its purpose is the investigation of untapped potentials of the human being in relation to the total environment. Through lectures, seminars and small groups, it provides information on scientific exploration of physical, spiritual, mental and psychic experience, and sponsors scientific research in these fields.

Until now, there has been no official membership roll, although a large mailing list of interested persons has been accumulated. Those who have been participating in the Institute's program will be given opportunity to become charter members.

Members will have access to library services, tape recordings of lectures, and a planned newsletter. They will be given first opportunity for enrollment in seminars, workshops and study groups, and other privileges which the Institute feels will further their interest in and study of Human Dimensions.

Initial membership fees, which will become the annual fees, are: Associate (individual) — \$15.00; Associate (family) — \$25.00; Sustaining — \$100.00 to \$999.00; Patron — \$1,000.00 and up; Student — \$5.00; Religious at Rosary Hill College (by application) — no fee.

Checks may be made out to HUMAN DIMENSIONS INSTITUTE and mailed with membership requests to the Institute at Rosary Hill College, 4380 Main Street, Buffalo, New York 14226.

Camp Readies For Opening

Dreams have a way of becoming realities if we nurture them. Last summer the Alumnae Association's Buffalo Chapter's dream to sponsor a summer camp was realized. The fruition, Camp Catalpa, a six week summer program for young children, was successful both in numbers and in achievements.

Janet LeVan, President of the Buffalo Chapter, has announced that July 7 - August 15, 1969 Camp Catalpa will again be sponsored in the Wick Center of Rosary Hill College by the Buffalo Chapter. Although the outline of the program will be substantially the same, innovation in planning will be observable. This year the program will admit only females from the ages of 6-12. Under the direction of head counselor Kathleen Roberts Burke '65 (M.Ed. from the University of Buffalo) and assistants Miss Kathryn Cheeley '69 and Miss Mary Macaluso '70, the camp will be open to children of alumnae, faculty and community members, in this order of preference. The fee of \$35.00 covers a program from 9:30-3:30, Monday through Friday, for a two week period which features sports, nature probes, creative arts and crafts and dramatic presentations. Activities for each session are non-repetitive.

Further information and application forms may be secured from Mrs. Arthur LeVan '62, 95 Wingate, Buffalo, N. Y. (832-8108) or through the Alumnae Office, Rosary Hill College (839-3600).

Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

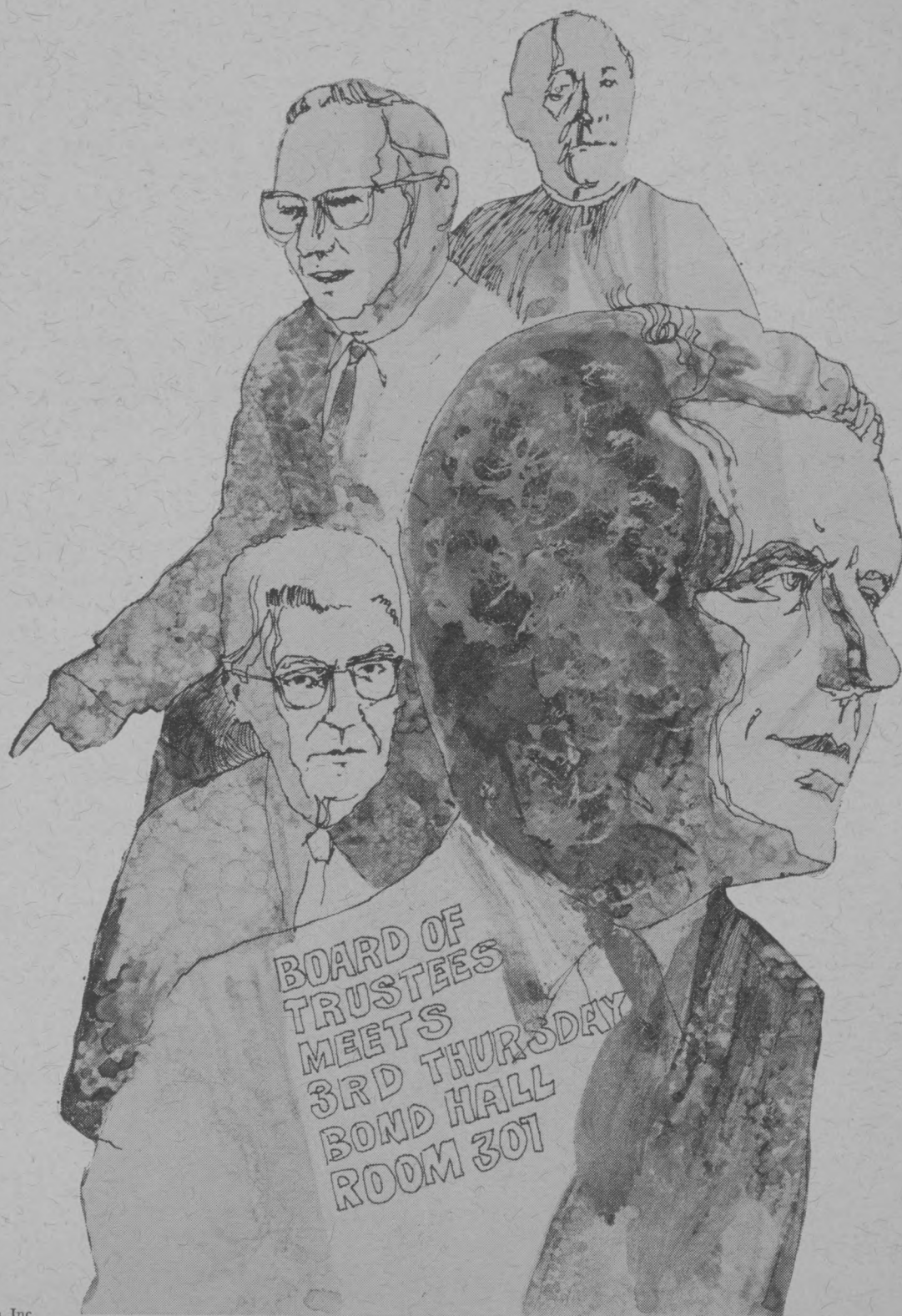
But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

Who's in charge there?

Who's in Charge—I The Trustees

BY THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,



"trustees have seldom been cast in a heroic role." For decades they have been blamed for whatever faults people have found with the nation's colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution's board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not "reconcile effectively the conflicts between the trustees" and other groups at his institution.

HOW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees' understanding of higher education's problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

"The university may seem [to students] like just one more example of the establishment's trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

"Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable."

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving "knee-jerk" reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

The role of higher education's trustees often is misinterpreted and misunderstood

As others seek a greater voice, presidents are natural targets for their attack

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

AS A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

WHO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

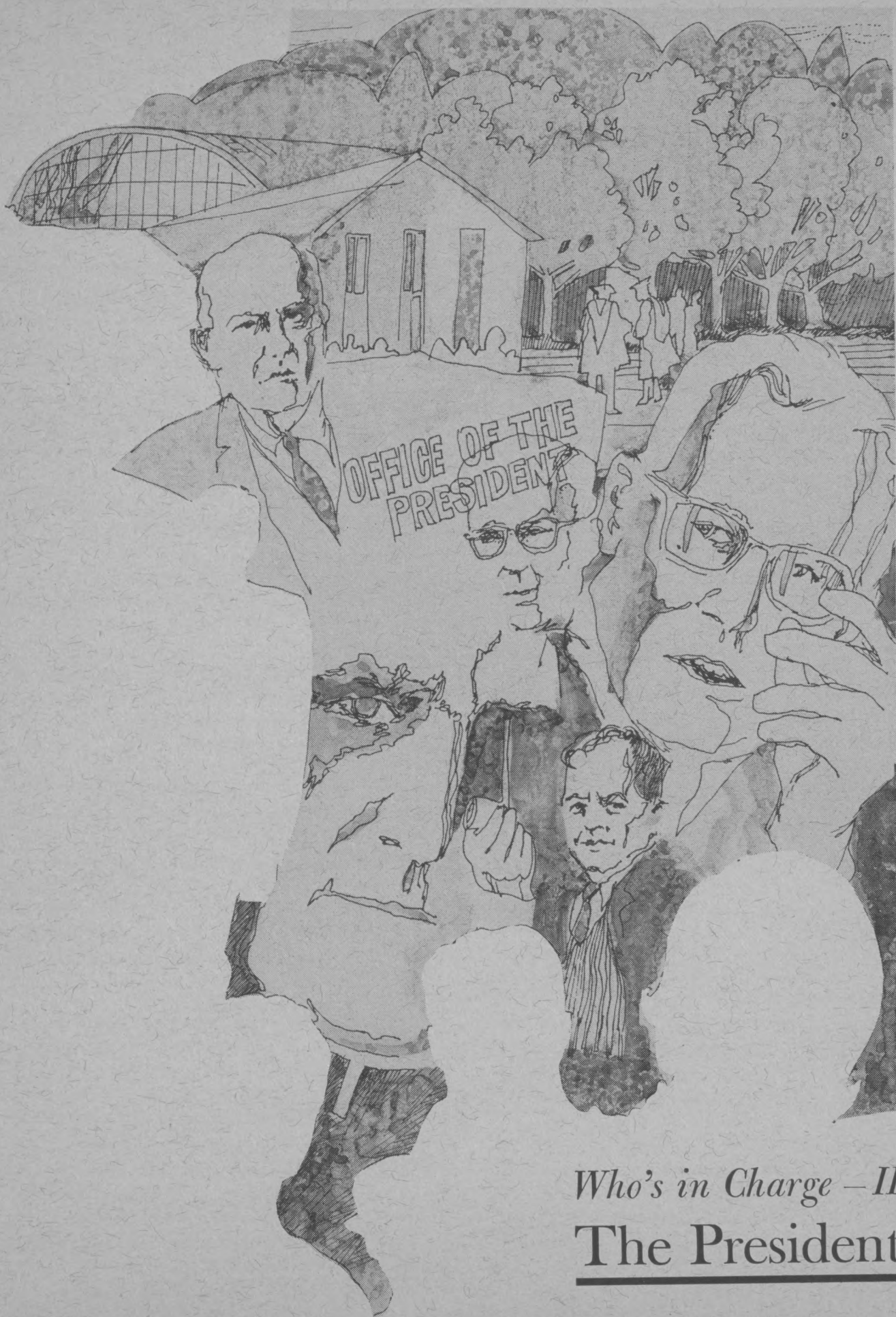
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



Who's in Charge – II
The President

A college's heart is its faculty. What part should it have in running the place?

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

WITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations"

WHO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on

questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . .

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

Who's in Charge—III

The Faculty



Who's in Charge—IV

The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

ANOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

YET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

WHO'S IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

AT THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of SDS is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of SDS at Columbia, Mark Rudd, in what was a fairly representative statement of the SDS attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an SDS member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The SDS was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the SDS phenomenon agrees its members are highly idealistic and very bright. Their idealism has

'Student power' has many meanings, as the young seek a role in college governance



Attached to a college (intellectually,

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

FAR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the NSA consider their members “moderates,” not radicals. A former NSA president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The NSA is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The NSA talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the NSA sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

emotionally) and detached (physically), alumni can be a great and healthy force

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

- Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

- Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

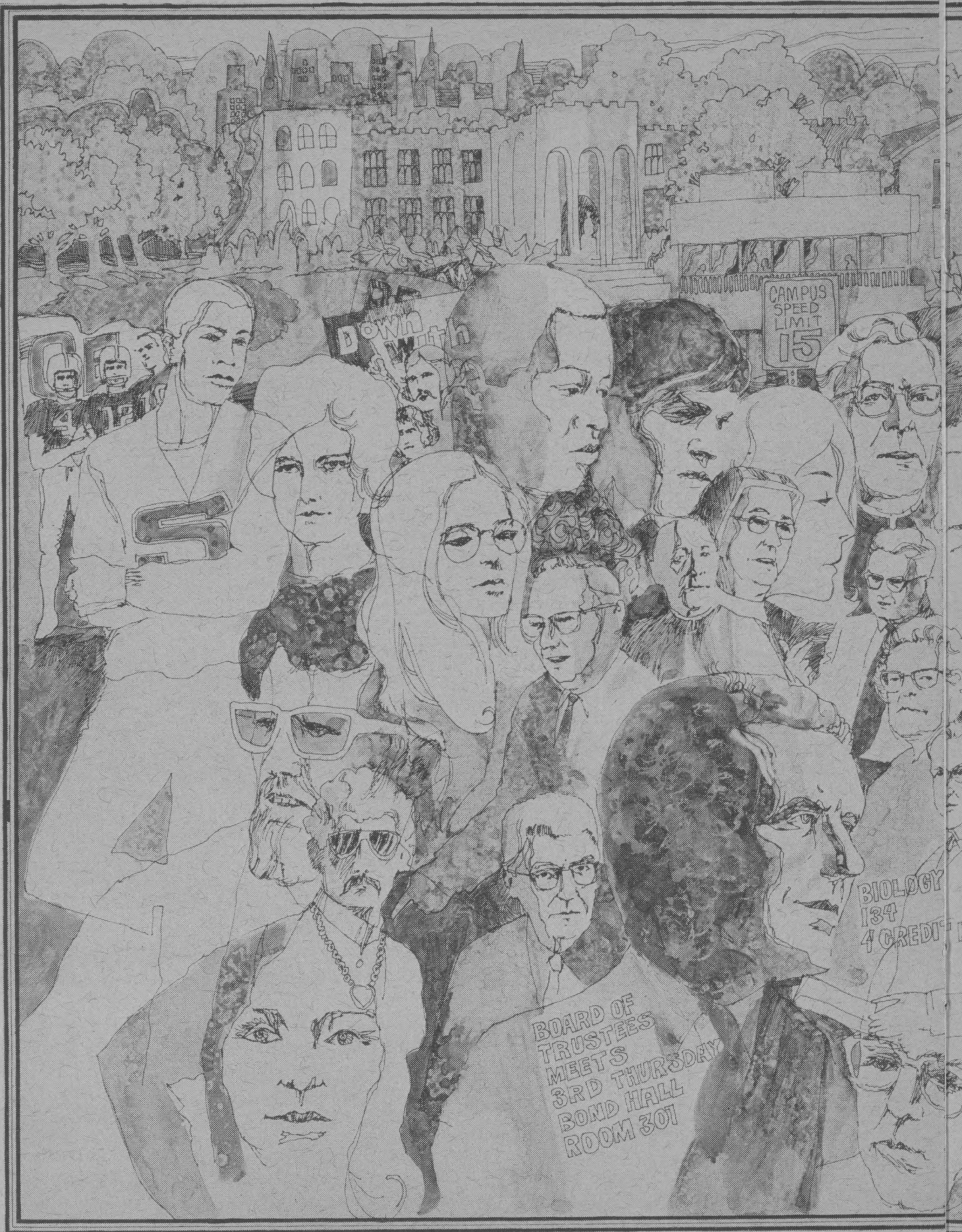
- Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

- The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."





Who's in Charge? **Ideally, a Community**

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*

A college or university can be governed well only by a sense of its community

WHO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

WHO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

Simultaneously, much power is held by 'outsiders' usually unaware of their role

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

"Decisions are being made in more places, and

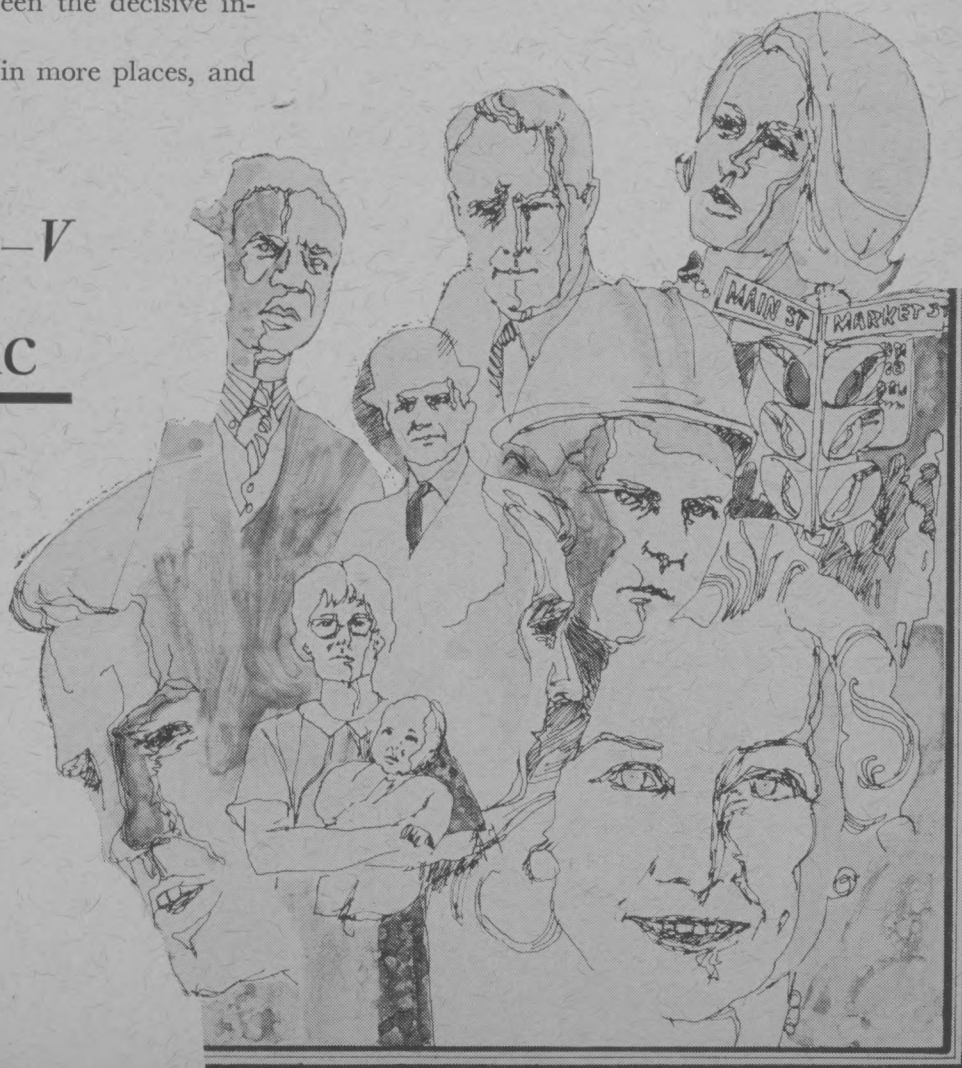
more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

MILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

Who's in Charge—V

The Public



Illustrated by Jerry Dadds

many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

THE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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Programs
of Tomorrow
in Process
Today

Summer 1969

Dear Alumna,

I don't imagine that any of you are really looking for extra work these days, but I think our Alumnae Activities need some new blood. As a member of the Board of Governors for the forthcoming year, one of my major tasks is to find chairmen and co-chairmen for the various events sponsored by the Board of Governors. Most of the activities are not a great deal of work, but do take some time and effort and could use some new IDEAS.

So - if you'd like to help - render an idea, work on a committee, act as a chairman or co-chairmen, won't you give me a call?

Our main activities for the year will include: Alumnae Fund (fall); Children's Christmas Party (early December); Sherry Party for Seniors (January-February); Homecoming (Spring); the Spelit Club (an at-home job). Call or write now!

Sincerely,

Helen

Helen Habermehl Liebler '63
228 Kings Highway
Buffalo, New York 14226

839-0981



Aims, Purposes Plotted Amidst Dialogues and Demonstrations

A PRELUDE: GOVERNOR ROCKEFELLER'S VISIT

Scene: Windswept, bitter, drizzling rain . . . On the lawn, 500 banner waving students shouting chants; in the dining room, 450 prominent metropolitan leaders assembled at luncheon to hear the state governor report on the impact of the state university extension on the community; in the student lounge, 250 students crowded into a room dialoguing with faculty on the ills of the college . . . Stanford? M.I.T.? U.B.? . . . No. Rosary Hill.

12:00 noon: Pressure rose. The united voice of over 500 U.B. students could be heard as it strengthened with proximity to the college. From the windows of Duns Scotus, a few pant clad students could be seen approaching the area on the front lawn.

Chanting arose . . . "2, 4, 6, 8 . . . Rocky's gotta integrate" . . . "Justice for all" . . . "1, 3, 5, 9 . . . Integration, now's the time." Suddenly ranks formed, pushed through the ropes and marched towards the D.S. Building. With the approach, placards became visible . . . "Free All Political Prisoners" . . . "Moratorium-Is the Means; Equality-Is The Goal." Contrasted with the military formations were the costumes . . . dungarees, bell-bottoms, knee socks. Governor Nelson Rockefeller arrived and the

student force moved to the rear of Duns Scotus to the foreground of Wick Center. Center doors were police guarded and open to luncheon guests and Rosary Hill students.

The Governor's remarks on the impact of the U.B. extension were significant. He stated that "A major university center of the State of New York will be built at Amherst, with the bulk of the construction to be completed, as anticipated, in 1975. Such a facility will be one of the great institutions of its type in the world, and its economic, educational and cultural impact, not only on the community and region, but also on the State, will be profound." The influence on Rosary Hill will be monumental.

Despite the significance of the governor's appearance, of his comments and of the testimony of demonstrators on campus and their right to have marched, it seems these realities cannot overshadow the impact of the student "Town Meeting" which took place concomitantly. Rosary Hill students and interested faculty members met at 1:00 in the Snack Bar to air difficulties and to prepare a statement to be carried by student delegates to the "Aims and Purposes Conference" scheduled for the following Monday. Problems ranged from the male students charging segregation because they are not allowed to change into the concentration of their choice to students decrying taking courses in theology as a requisite. In defense of co-education, senior Linda Brazil demanded "Life is co-ed" and art instructor Suzann



"We can have a community that will be the envy of our neighbors, or we can have a community that will be a mess," maintained Governor Rockefeller.

Phelan maintained that "Men provide stimulation absolutely essential for the intellectual experience." Dr. J. Edward Cuddy called for "more multiple diversity" in student population, economic resources, curriculum etc. while sociology chairman Mr. F. Noe pleaded for more student representation in curriculum planning.

As the tide of conversation swept to apathy, Mr. William Maryl, sociology instructor, noted that "Students are apathetic because they don't have

Left: New York State's Governor Nelson Rockefeller is greeted by Sister M. Angela Canavan, president, as he arrives on campus amidst demonstration and dialogue.

power. There's no reason to involve oneself if something doesn't have relevance." A student cried "You've got to demand your rights," while a second shouted "organize."

After four hours of thought, talk, and action, a series of proposals were formulated and voted upon. The outcome was a report, "Town Meeting No. 1", which was carried to the "Aims and Purposes Conference" by student representatives. Although the participants at the conference did not use the "Town Meeting No. 1" paper as a major topic of discussion, its relevance for the conference was its testimony to the mood and temper of the Rosary Hill students of today and of tomorrow.

THE CONFRONTATION: "AIMS AND PURPOSES CONFERENCE"

"Be prepared for battles" in your search for the role of the private liberal arts college in the future charged Sister Patricia Jean Manion, Ph.D., president of Loretto Heights College, Denver, Colorado as she keynoted the recent "Aims and Purposes Conference" of Rosary Hill College. Ninety college community members met on the former battleground, Five Meadows, at Stella Niagara, and confronted the task of outlining the purposes and the aims of Rosary Hill College in the '70's.

With a calm certainty, Sister Patricia insisted that the financial crisis

of the private liberal arts college has precipitated razor edged observation. "You wouldn't look at a lot of things if you were not threatened by bankruptcy." Cognizant of the "Why" for introspective searching, Sister Patricia warned that to listen to those "who have all the answers" is foolish. As all segments of the college community work cooperatively to find possible solutions to the liberal arts college crisis, everyone from the president down is dispensable. The student has something to offer to the president; the trustees can learn from the faculty members, etc. in a process of free exchange and mutual respect.

The context of Sister Patricia's remarks was challenged as guest



Right: Sister M. Angela and Governor Nelson Rockefeller converse following the governor's recent discussion of the impact of the S.U.N.Y.A.B. extension on the Amherst community.



A former reporter, Sister Patricia Jean Manion, Ph.D., keyed the "Aims and Purposes Conference" of March 24, 1969 with a challenge to battle.

speaker Dr. Francis H. Horn, president of the Commission on Independent Colleges and Universities of New York State, later addressed the conference. Dr. Horn took issue with the keynote speaker regarding the role of the authority, the president and the student. With a vigor and determination often a rarity to the platform, Dr. Horn demanded, "You cannot keep asking the same questions day in and day out." The college president cannot be reduced to the role of a janitor cajoled Dr. Horn for there's an insistent need for "strong, intelligent, wise administration."

Regarding the prospects for the liberal arts college, Dr. Horn views the horizon as dim and "the dimmest future is for the private liberal arts college." In light of financial pressures and rising tuitions, the private liberal arts college must "justify the added expense with the quality of its education." Commenting on the peculiar problems, aims and purposes of Rosary Hill, Dr. Horn outlined his

recommendations for the future including the warnings to: 1.) remain an all women's college; 2.) concentrate on the liberal arts objectives rather than making a flimsy attempt at professionalization; 3.) emphasize the Catholicity of Rosary Hill; and 4.) drive away any attempt for a master's program at Rosary Hill.

The "Aims and Purposes Conference" participants were divided into seven committees composed of students, faculty, administration, trustees, and advisory board members who assembled in a morning and afternoon session to confront the "aims" and "purposes" of Rosary Hill College as it forges into the '70's. Changes must come but the direction of these changes has to be charted. A large majority of the groups came to grips with the problems of defining the term "Catholic" in relation to a college as well as a definition of "liberal arts" and its essential role in relation to the individual. Doors to tomorrow's possibilities for Rosary Hill College swung open with the limitless list of questions which arose from the day-long discussions. Among the questions: Should Rosary Hill change its name? Should Rosary Hill become co-educational? Should specialization subjects be emphasized over the liberal arts? Should students be allowed to determine their own curriculum? What is the role of the consortium in the future of Rosary Hill? (The consortium is a collective plan of 16 Western New York colleges and universities investigating the possibilities of cooperative efforts in using resources available at various institutions. The consortium hopes to save money by avoiding duplication and to present an attractive academic package, thus encouraging government and foundation grants.) Will mediocrity ensue if professionalization is by-passed? How does a Catholic college erase the preconceived tag of "anti-intellectualism" or "mediocre"? Should Rosary

Hill be basically Catholic, Christian or humanitarian in its orientation? Should required courses be abandoned in the face of mediocrity? Should a master's program be instituted at Rosary Hill?

Under the direction of Eugene F. Heidenburg, vice president for development and chairman of the conference planning committee, and Thomas J. Langley, associate professor of education and chairman for the conference, a complete report gathered from the group recorders will be prepared and distributed to the campus community as a prelude to the series of "Aims and Purposes" conferences which Sister Angela, president, has pledged for the future.

The questions hang hauntingly. Where are the answers?



Dr. Francis P. Horn, president of the Commission on Independent Colleges and Universities of New York State, has warned Rosary Hill to remain an all women's college and to avoid institution of a master's degree program.

Response to "Response"

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ON THE MAGAZINE...

"Your magazine is the best publication we have seen so far. Both writing and makeup are excellent."

Lucas G. Lawrence
Director, Audio-Visual Services
California State College
San Bernadino, Cal.

"Congratulations on your recent AAC award for your magazine."

Peggy Phillips, Director
Public Information
Cedar Crest College
Allentown, Pa.

"Congratulations on the (Winter) RESPONSE. It's great!"

Sister Marita, O.S.F.
Vice-President and
Academic Dean
Rosary Hill College

"I... enjoyed the critique sessions at the AAC Conference and the opportunity to see your very fine alumnae magazine. Good wishes for a successful year."

Peter Kerns
Director of Development
The Barlow School
Amenia, N. Y.

"Received the RESPONSE magazine. It was terrific."

Sister M. Marta
(formerly Sr. Edwinette)
Franciscan Sisters of Saint Joseph
Swartz Creek, Michigan

RESPONSE is "an ambitious publication" with "good articles, well written."

Robert Armbruster
Johns Hopkins University Magazine
Editor

"There have not been letters to the editor printed in the RESPONSE for quite a while. Did the editors delete this column for lack of space, or is it a lack of interest on the part of the readers?"

I believe that newspapers, magazines, and other periodicals, especially this publication, are improved by a column expressing the views of its audience. It is essential that a magazine such as RESPONSE, which prints controversial and/or provocative articles (ie. "Sky Mystery-Are We Alone?" by co-editor Mrs. Joyce Neville and "Total Communication Through Meditation" by Mrs. Jeanne Pontius Rindge, Director of the Human Dimensions Institute... both aptly and poignantly written), be critically received by the readers and commented upon. Why, then, is there not more of a response?

Personal response increases individual awareness and only as individuals express what they feel in one form or another (ie. a letter to the editor for one who is not destined for public speaking) will changes be made to meet the needs of society as they arise or the needs of a magazine's reading audience, as the case may be."

Rita Jean Schlabach '71
Rosary Hill College

ON UFOs...

"My first reaction was shock — a pleasant one, I might add — that the editors would be open-minded enough to include such an article... There are evidences that UFOs existed in Biblical times... Studying UFOs seriously and attempting to find out if they are spaceships from other

planets can only lead to a deeper knowledge of the universe, who and what man is and who and what God is... Are we so blind and proud to reject the facts and think we are the only intelligent life in this vast universe?... Let's hope the U.S. keeps up its space program and develops a more sober approach to this fascinating subject."

Mrs. Joanne Angelo Moeller '64
Kitchener, Ontario

"It is a subject which has been of interest to me for a long time. Several of our relatives have seen UFOs in Connecticut and New Hampshire."

Mrs. Bradley Smith
Elmhurst, N.Y.

"For some time I have been impressed by the widespread evidence sustaining the authenticity of the reality of this phenomenon... Things are happening almost every day that make one hesitant to question their (UFOs') credibility."

Burt Rule
Houston, Texas

"The whole picture of UFOs is most interesting and mind stretching."

Henry G. Couperus
New York, N. Y.

"I was very impressed with your lead article on UFOs... really awfully well done."

Barbara Eddy
New York, N. Y.

ON HIMSELF...

"Your article on my visit to Rosary Hill was certainly excellent and I appreciate your sending it to me."

Pierre Salinger

Response From Alumnae

52 Reporter
Joyce Fink
408 Ruskin Rd.
Buffalo, N.Y. 14226

NEWS: Due to the fact this reporter didn't get a notice to the out-of-towners, the news is rather sparse this issue. Consider this an S.O.S. to send your news items in at any time.

Patricia E. Curtis, Chairman of the Music Department at Rosary Hill College, and Joyce E. Fink, member of the College's Associate Advisory Board, were two of the more than 90 participants of the "Five Meadows Conference." Held at Stella Niagara, New York on March 24 the all-day session examined whether or not Catholic Colleges are keeping apace with a changing society. Specific areas considered were: Rosary Hill's philosophy of education, orientation, clientele and its curricular offerings. Others taking part were trustees, Advisory Board members, administrators, faculty members and students.

53 Reporter
Mira Dougherty Knoble
265 Forbes Avenue
Tonawanda, N.Y. 14150

NEWS: We are in debt to *Dolores Attea Sapienza* for all the many hours and splendid job she did on past issues of the "Response." I will have big shoes to fill in this capacity. This column is near extinction though, because we need news of our classmates. Our class also needs a couple more volunteers to collect news and report to yours truly. As of now, *Mary Jane Flanigen Cook* is the only volunteer. Come on you '53ers, in our sixteenth year as members of Rosary Hill Alumnae, we should be able to come up with some news that would be of interest to us all. Perhaps news that we have children making their mark in the halls of secondary education would interest us. (i.e. scholarships won, recitals, dean's list, etc.)

In October 1968, *Joan Swierat Kowalewski* and her husband, Richard, entertained the following alumnae and their husbands at their home in Alden, N.Y.: *Dolores Gasper Smigiel*, *Mary Schwendler Maggiotto*, *Jeanne Stephan Fuller* and

your reporter. It was an evening well spent reminiscing about old school days and bringing each other up to date on the latest news. *Dolores Gasper Smigiel*, mother of two children, teaches fifth grade at School 46 in Buffalo and is active in the Plus Program. *Jeanne Stephan Fuller*, mother of six children, is a substitute teacher in the Buffalo School system. *Joan Swierat Kowalewski*, mother of six children, is the woman behind her husband who has his own business, Colecraft. Yours truly, besides being a wife and mother of three children, ages three to seven, teaches C.C.D. classes to first graders at St. Christopher's and is parish chairman of the Bishop's Committee Discussion group which recently sponsored a Children's Mass at St. Christopher's. With the last three hours in the twenty four, I take a three hour reading instruction course at Medaille College.

We hear that *Mary Ellen Fish* is working on her master's degree at State University College.

Peg Roach O'Neil is enjoying the fresh air and wide open spaces in Elma, N. Y.

"You're never too old to learn" has been proven by *Joan Decot Rayhill* who is tickling the ivories of the organ and piano practicing her music lessons.

Let us all rejoice with *Claire Kuebler Mahoney* and her husband on his appointment to the Erie County Board of Elections. "Behind every great man is a great woman" and our Claire has surely shown her greatness by her husband's success and her six lovely children. Perhaps many of you were able to share their success story carried in the February 22nd issue of the Buffalo Evening News.

Mary Schwendler Maggiotto continues her studies at State University of New York at Buffalo for her master's degree with emphasis on reading problems.

Mary Claire Schwack Knoble and her husband Louis have added another daughter to their family of three boys and three girls bringing the total to seven. Kathleen Marie arrived in January. They plan to visit relatives and friends in the Buffalo and Lockport, N. Y. area one week prior to Easter Sunday. Mary Claire's husband is employed by the Madison, Indiana school system as an Art Supervisor.

Let's organize our class to attend en masse one or more of the Homecoming functions in June! From a very reliable source I have the information that the Homecoming week end will be June 6, 7, and 8th. A Rathskeller evening is planned on Friday night while a Fashion Show-luncheon will interest the ladies on Saturday. Also on Saturday, from 9 p.m. to 1 a.m., a dance will be held in Wick Fireside Lounge. A family Folk Mass is scheduled for Sunday at 11 a.m. Coffee and donuts will be served following the mass. "This week end looks like the best one yet." (The voice of an alumna who hasn't

missed a Homecoming weekend.) Last year at the dinner-dance only three alumnae from our class were present. If there were more alumnae from our class making merry, no one would ever think that just sixteen years ago we were fledglings like the more recently graduated alumnae.

57 Reporter:
Mimi Bermingham Donovan
8200 Greiner Rd.
Buffalo, N. Y. 14221

BIRTHS: *Norma Kalke Engen*, a daughter (adopted), April, 1968; *Janet Robinson Feliberty*, a daughter, Michele, August 23, 1968.

NEWS: Refuse to believe that nothing else has happened? My spies report that nothing has, so I am looking for new spies. Even rumors would be welcome — drop me a line, or call anytime!

59 Reporter:
Lucille DiLorenzo Battaglia
289 Culpepper Rd.
Buffalo, N. Y. 14221

BIRTHS: *Carolyn Hess Drabek*, a son, Michael John, December 14, 1968; *Martha Miller Woodin*, a daughter, Mary Monica, November 28, 1967.

NEWS: *Anita Anderson* is presently employed as a reference librarian at the John Crerar Library in Chicago, Illinois.

Geraldine Balaz Cohan and family highlighted December with a trip to Miami Beach, Florida. Florida also was the destination of *Jeanne Migliore Naples* and her husband who went to Miami May 1st. At that time, Jack was accepted into the American College of Obstetrics and Gynecology.

Sally Farrell Macaluso and husband Sam spent a pleasant four days in Toronto. *Patricia Parada Renaldo* and husband, James, took a skiing trip for one week at Stowe, Vermont.

Ruth McCaulley Gaglione's husband, Franklin, manager of the New York Telephone Co. in Olean, has been appointed general chairman of the 1970 Olean Community Chest Campaign to take place in the fall.

Grace Ritz Amigone had a pleasant visit from *Katherine Daly Lunenfeld* and family. Katherine, husband Marvin, and son Peter had just come back from Italy. Grace and her husband Daniel went to Florida and then on to San Francisco, California in January. Both have thoroughly enjoyed skiing this winter.

Life unfolds many things in ten years. It has been ten years since we left Rosary Hill College. It's about time that we celebrate these ten years and relive some of the past we have shared and catch up on the latest. Friday, June 6, we will meet in the Wick Dining Room for our Anniver-

sary Dinner where we'll relive as well as live! See you there.

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Reporter:
Rosemarie Lanza Miano
165 Browning Drive
Hamburg, N. Y. 14075

MARRIAGES: *Andrea Lee* to *Victor Bright*, June 22, 1968.

BIRTHS: *Marie D'Angelo Weiler*, a son, Ronald, June 22, 1968; *Ann Rolling Burns*, a daughter, Eileen, May 10, 1968; *Mary Schoell Parker*, a daughter, Amy, January 14, 1968; *Joanne Uebelhoer Muller*, a son (adopted), Timothy, January 11, 1968.

NEWS: *Marie D'Angelo Weiler* is presently teaching kindergarten in the Alden Central School System. After six years of teaching "little tots" she now has the opportunity to use her skill first hand on her own son, Ronald. She and her husband had the good fortune to move into a spanking new apartment with the new baby.

Knitting sweaters and planning a possible tour of Hawaii this summer have kept the winter "blahs" from affecting *Jean Marie Dimick*. She is currently working in the Business Office at Rosary Hill College.

Jean Heffron Gordon and husband recently returned from an 8-day vacation in Ft. Lauderdale, Florida. They had a great time swimming, eating and "getting away from it all." While at home Jean frequents the Y.W.C.A. weekly to provide some measure of physical exercise and brings son, Scott, along for the afternoon.

Janet Meindl Anderson reports that the first of her four children has started school this year. Equaling her busy schedule at home is her husband Ralph's. She proudly informs us that as of November, 1968, he received a permanent appointment as head cook at the West Seneca State School for Mentally Retarded Children. To assist him in this new position he is taking a course in supervision offered at the Hudson River State Hospital, Poughkeepsie, New York.

Joan Sammarco Marshall writes that she and the children recently returned from Columbia, South Carolina, where the family lived while Don was working toward his Ph.D. in English. He expects to complete his doctoral studies in June and then return to Buffalo to teach. In the meantime, they have purchased a new home at 16 Covington Road and Joan is readying it for his return. Says Joan, "It was wonderful living in another state, but I am glad to be home and looking forward to seeing . . . all again . . . at Rosary Hill."

The Junior League Thrift Shop, sponsored by the Junior League of Buffalo, is of special interest to *Judith Walker Mulroy*. She contributes her time one day a

week acting as a saleswoman for the low income group customers who frequent this shop on Main Street. Judy informs us that *Barb Kessler Graham* recently gave birth to a baby boy and *Barb Piteo Hailey* gave birth to a girl. Perhaps we'll hear from both soon.

JoAnn Werner Reding has completed the architectural plans for the new home she and her husband plan to complete this summer. Presently JoAnn, Robert, and daughter, Caroline, reside in a large old colonial home in Attica, New York, where Robert serves as a correction officer at Attica State Prison. JoAnn has received her M.S. in Education from Canisius College.

Carol Wetzel continues as a social worker with the Welfare Department in Buffalo. She is planning a 3-week tour this summer of England, Scotland and Ireland and promises to relate her adventure to us.

MOVED: *Marie D'Angelo Weiler*, 70 Kirkwood Drive, Elma, N. Y.; *Barbara Kessler Graham* (Mrs. Michael), 1 San Carlos Ave., Sausalito, California 94965; *Andrea Lee Bright* (Mrs. Victor), 252 Huron St., Niagara Falls, Canada.

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Reporter:
Theresa Mazzarini Marinaro
324 Norwalk Avenue
Buffalo, N. Y. 14216

BIRTHS: *Barbara Buczkowski Dlugosz*, a daughter, Mary Eileen, August 2, 1968; *Eileen Burke Hogenkamp*, a daughter (adopted), Eileen, October 5, 1968; *Eleanor Conley Greenan*, a son, John William, December 18, 1968; *Danielle DuBois Haines*, a daughter, Donna Marilyn, July 31, 1968; *Mary Foran Reardon*, a son, John Foran, September 17, 1968; *Jean Goffaux Stenger*, a daughter, Anne Marie, February 11, 1969; *Pamela Ryan Jacobs*, a son, Luke, January 29, 1969.

NEWS: Some of our friends have returned home from winter vacations. *Katie Koesler Juhasz* and her husband, Stephen, arrived home from Nassau in March. They had been attending the New York State Publishers' Convention. Earl and *Marty Shalala Brydges* have recently returned from an enjoyable Florida vacation. *Eleanor Conley Greenan*, her husband, and her two oldest boys also vacationed in Florida this winter. Eleanor's husband, Jerry, is a practicing lawyer and Assistant Town Attorney in West Seneca.

Other husbands have been busy making the news. *Janet Lukasik LeVan's* husband, Arthur, has been elected to the Board of Directors of the Human Dimensions Institute at Rosary Hill. Two honors have come to *Gretchen Frauenheim Rehak's* husband, James. He was named "Man of the Year" by the State National Insurance Company of America. The couple recently attended a dinner given at

the Launch Club in Jim's honor. Jim was also named as one of the twenty most distinguished salesmen in the area by the Buffalo Sales and Marketing Executives, Inc.

Lois Grabenstatter Leonard's husband, Richard, is working as a geographer at the Cornell Aeronautical Laboratory. He received his M.A. in geography from S.U.N.Y.A.B.

Visitors to Buffalo during the Christmas-New Year holiday included *Mary Jane McMahon Keller* and *Mary Foran Reardon*. Mary Jane visited with old friends at a party at *Marge Conway Ritting's* home. *Mary Foran Reardon* called to chat and to announce the birth of her third child, John. Mary describes the weather in Minnesota as "fierce". She seemed to expect that her home would be either snowed-in or frozen-over when she returned to Minnesota.

Rita Balling writes, "Last summer, I directed the Green Lake Girl Scout Camp and Seven Hills Day Camp. I anticipate directing Seven Hills again this summer and initiating 'Kaleidoscope', a two-week adventure in the arts."

Rita Otterbein is presently studying full time for an M.S.W. degree at S.U.N.Y.A.B. Last, but not least, congratulations are sent to *Sheila Cleary Griffin* on her \$250-third-prize in the Rosary Hill Split Club.

Reporter:
Joanne Finaldi Senall
46 Roswell Rd.
Buffalo, N. Y. 14215

ENGAGEMENTS: *Concetta Polizzi* to *Stephen Joseph Muscarella*.

BIRTHS: *Carol Cusker Burns*, a son, Brian E., April 2, 1968; *Adrienne Rusin Geiss*, a daughter, Tristen, December 12, 1968; *Helen Wolf Watt*, a daughter, Susan Cecilia, February 17, 1969.

NEWS: I was delighted to hear from *Marge Lembicz Schmitt*. Since January, 1965 Marge has been living in her new home in Greensboro, North Carolina. In June of 1968, she received her M.Ed. from the University of North Carolina at Greensboro and is presently teaching a course in world history to seniors in an honors program. Her husband, Neal, was recently promoted to an examiner for the Federal Deposit Insurance Corporation. Besides keeping busy with 3 year old *Laura Marie*, Marge has organized a women's circle in her parish which raises money for scholarships. This isn't busy enough for Marge! She is currently secretary of her Garden Club.

Marge Hartke Schallmo recently received her M.Ed. and was graduated summa cum laude. Congratulations Marge!

Adrienne Rusin Geiss is keeping busy with 5 year old Peter and her new baby,

Tristen. Pete is presently working at Kodak as a technical writer.

Anne Steffan Gunderman has related the wonderful times she and the children have doing art work. Bobby Jr. is now 4; Karen is 3, and Johnny is 2. Last spring Anne won first prize in the Festival of Arts held at Leisureland. Congratulations! She is also busy with one-man shows. We must remember to look for her exhibit at the Lakeview Hotel. Anne is presently showing work at the Living Room Gallery and has finished a show with Drisch Photo at the Wanakah Country Club. She is working with Hoelscher's and her pictures can be found in many downtown office buildings. Anne continues to work with interior decorators and furniture dealers. Her husband, Bob, is also quite busy. Recently he opened his own law firm Hirsch and Gunderman and is planning for a new downtown office building.

Joan Fischer Hjalmarsen recently received her M.Ed. and was graduated magna cum laude. Joan and her husband, Stu, the manager of the Bethlehem Club, have enjoyed skiing this year and have taken some skiing trips.

Arlene Evanish Donahue sends her greetings. She and her family are presently in the process of moving into their new home. Mike is busy practicing law with a firm in Detroit. Mike, Arlene, and year old Missi will visit Buffalo in May.

George Campbell Wyczalek and her family have returned to California after a Christmas visit in Buffalo.

Linda D'Agostino Fischer is presently living in Missoula, Montana where she is kept busy now with 4 year old Kim Marie and 4 month old Charles IV. Linda and Chuck love Montana and boast they are only 250 miles from Yellowstone.

Carol Caruso Annalora is living in Lewiston, N. Y. where her husband is a guidance counselor. Their little boy Timothy is now 2. Recently, the Annalora's and the Pitts enjoyed a vacation in Jamaica together. Noreen Kiggins Pitts is kept busy with 4 year old Paul and 2 year old Andrew. Noreen also finds time to substitute teach and tutor. She and Jim are speakers for the Rochester Museum Society and are extremely interested in the new planetarium. Jim is working on his masters while he continues his job with Xerox.

Anne Newman Giunta's husband, Steve, is a practicing physician in Kenmore. Son Stephen is now 3; Christopher is 2, and Mark is 1. Anne is busy formulating plans for her interior design business. Recently she visited with Barbara Was who is teaching in Buffalo's public school system after a summer vacation in Europe.

Marge Carey McCabe and her husband, Tom, recently vacationed in Florida.

Marie Tirone Miller writes that she and her family have been living in Italy for three years while her husband has

been serving as a flight surgeon for the U. S. Army (Aviation). "We are now preparing to return to the U. S. A. on April 7th. After visiting relations we will settle in Miami, Florida, where my husband will begin his residency in Internal Medicine at the U. of Miami Medical Center," explained Marie.

Mary Beth Coulter Knowles talked of her trip to Ocean Beach, New Jersey. The Knowles are busy with their new home in Amherst. The Knowles children number two. They are Kenny, 4, and David, 1.

Judy Terhaar Crahan is substitute teaching. She also is busy working towards her masters (with only six hours to go) and taking care of husband Mike, 4 year old Alissa, and 2 year old Dyana.

Bobbie Phillips Cuddihy and her husband Dick have started a Natural Childbirth Clinic in Albuquerque, New Mexico. The Cuddihy's have taken a stand against the proposed liberalizing of the abortion law in the state of New Mexico. They are actively involved doing research and preparing paperwork with regard to this.

Barbara Mirante relates that she attended the Democratic Convention in Chicago where she served as the Administrative Assistant to the Oneida County Democratic Chairman. At the convention, Barbara was appointed floor page.

Yours truly is presently at home with Joey, age 3, and 1 year old, Jeff. I am also quite actively involved as parish co-chairman in the Bishop's Committee. I have certainly enjoyed chatting with you for the past six years and would like to thank everyone who has written, called or helped me in any way as class reporter. This will be my last news article and I hope that you continue to send all your information to our new reporter Carol Cusker Burns, 49 Cadman Drive, Williams-ville, N. Y. 14221, 632-7693.

MOVED: Linda D'Agostino Fisher (Mrs. Charles), 516 Garnett Court, Missoula, Montana.

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Reporter:
Joan Ervolina Ess
294 Evane Dr.
Depew, N. Y. 14043

BIRTHS: Ann Ackerman Brunnett, a daughter, Patricia Anne, January 7, 1969; Judith Carbonelli Van Zandt, a daughter, Lora, May 1, 1968; Susan Cramer Dodman, a son, Patrick, October 25, 1968; Carol Dresser Petronack, a son, Kenneth, July 12, 1968; Corinne Durkin Toole, a son, Timothy, September 10, 1968; Judith Ferraro Marcella, a daughter, Marie Pilar, January 23, 1969; Clara Lee Gall Schreiner, a son, Erik, July 25, 1968; Gail Hoppough Goodwin, a daughter, Judith Ann, October 22, 1968; Elaine Schwab Zilliox, a son, James David, February 10,

1969; Kathleen Speck Casalinuovo, a daughter, Christine, January 11, 1969; Julie Stiller Kretzer, a daughter, Mary Agnes, November 25, 1968; Michele Tauriello Andolina, a son (adopted), Robert James, August 22, 1968.

NEWS: It appears that our class had a very quiet winter! Please let me know about all the exciting events in your life.

Faith Paoleschi Strobel manages to use her artistic talents while being a housewife and mother of two active pre-schoolers. In March, Faith had some of her works displayed at the Thruway Branch of the Buffalo Savings Bank.

Mary Ellen Corbett is working toward a M.S. degree in elementary guidance at S.U.N.Y.A.B. while Sharon Jordan Goodrich is pursuing a M.S. degree in Special Education and Reading at the University of North Dakota.

Bonnie LaDuca Fredenburg is also working on a master's degree. She is chairman of a committee which is investigating the possibility of getting accredited practice teaching in the secondary schools of the diocese of Buffalo.

Virginia Flint is in the pre-doctoral stages of college personnel work at S.U.N.Y.A.B. She and her husband have returned from a skiing trip to Switzerland and Austria.

Nancy Wallace is planning on taking eleven of her students on a travel-study tour to Paris, Geneva and Rome.

Again, I want to remind you that this will be our fifth anniversary this spring. Plan to attend Homecoming and I'm sure we will all have a wonderful time seeing each other again.

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Reporter:
Judith Frey
45 Garland
Buffalo, N. Y. 14226

ENGAGEMENTS: Clare Keating to Lieutenant Bernard J. Nienhaus.

MARRIAGES: Geraldine Ferraro to Daniel T. Kelly, July 13, 1968; Phyllis Ann Kuhn to Rev. Claud A. Thompson, August 31, 1968.

BIRTHS: Mary Clare Ansteth Joyce, a daughter, Rachael Ellen, September 29, 1968; Ellen Bermingham Woodrich, a daughter, Aileen, August 30, 1968; Janet DeLuccia Hladik, a daughter, Justina, October 5, 1968; Barbara Eckert Ochterski, a son, James, November 19, 1968; Patricia Filipiak Rooney, a daughter, Jeanne, February 15, 1969; Madelaine Lacroix Morris, a daughter, Maureen Anne, September 30, 1968; Diane Sorohan Saunders, a daughter, Susan Marie, March 4, 1968; Susan Yeager Hayes, a son, Mark Edward, January 13, 1969.

NEWS: For the past three years, Melodie McGovern Fretz and her husband, Mike,

have both been employed by the state of Arizona on the Navajo Indian Reservation at Ganado. Melodie is on the teaching staff of the school, while Mike is the head of the counseling program there. He has had the distinction of having begun this program at the school. Mike's approach to counseling Navajos is one that is new to the reservation and has proved very successful. He has had several articles published in the state journals of guidance and counseling.

Melodie's class is composed almost entirely of Navajos. Many of these children come to school with no knowledge of the white man's ways. Melodie relates that it is very exciting to watch their progress through the school year, because most of them make such remarkable gains. To both Melodie and Mike, we wish continued success in their future ventures.

Phyllis Ann Kuhn Thompson writes that both she and her husband are at the dissertation stage of their Ph.D.'s, with written exams awaiting in August. Both are students in the English department at the University of Wisconsin in Madison. Upon completion of their work, they plan to enter college teaching.

Phyllis' husband, *Claud*, is an Episcopal priest and is one of the chaplains at the University Episcopal Student Center. Their wedding, last August, made ecumenical history, since it was celebrated by both an Episcopalian minister and a Roman Catholic priest.

Gail McHugh is working full time at Rutgers for her M.S.W. degree.

Diane Czamara, who is a medical technologist at Millard Fillmore Hospital in Buffalo, probably set a record for the number of visitors (including staff) ever to see one patient. Diane was hospitalized after she broke her ankle in a toboggan accident in January.

MOVED: *Phyllis Ann Kuhn Thompson* (Mrs. Claud), One Lakewood Garden Lane, Madison, Wisconsin 53704; *Susan Yeager Hayes* (Mrs. Richard), 122 Woodlane Road, Mount Holly, New Jersey 08060.

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Reporter:
Maureen Creagh Gregson
346 Pilgrim
Tonawanda, N. Y. 14150

BIRTHS: *Theresa Arnot D'Angelo*, a daughter, Lisa Marie, January 18, 1968; *Donna Burns Gibbons*, a son, Joseph, February 15, 1968; *Donna Campbell Koppmann*, a son, Thomas Craig, September 2, 1968; *Kathy Campbell Hebel*, a son, Lawrence Edward Jr., June 17, 1968; *Sheila Gillogly Bogulski*, a daughter, Beth Ann, January 24, 1969; *Bernadette Kenney Schultz*, a daughter, Margo Ann, July 1, 1968; *Ruth Marcy Quagliana*, a son, Doug-

las, August 10, 1968; *Joan Oddy Hackett*, a son, Thomas Michael, October 25, 1968; *Karen Salva Hrabak*, a daughter, Nanci Susan, June 6, 1968; *Sharon Torba Doerr*, a daughter, Jennifer, July 10, 1968; *Theresa Volpe Weagly*, a son, Michael, April 9, 1968.

NEWS: *Donna Campbell Koppmann* keeps herself busy with a new home in Snyder in addition to caring for her infant son. Donna's husband, *Nicholas*, is Supervisor of the Payroll Dept. at the Chevrolet Plant in Buffalo. Twin sister *Kathy Campbell Hebel* is also busy with a new home and two children. Larry is a job estimator with Hebel Welding.

Angie Gigante Podgorski not only cares for her two small children but works part-time as a medical technologist at Sisters Hospital in Buffalo. Joe teaches at School 77 in the city.

Sheila Gillogly Bogulski is a busy housewife these days caring for her new baby daughter. Husband Vance teaches at School 39 and works part-time for the Youth Corps redirecting core area teenagers' interests into worthwhile projects.

Emmy Lou Healy writes that she is "presently interested in both land and underwater photography, especially in the islands. Recently, I have photographed in Bermuda, Puerto Rico and Aruba. I plan to continue my studies in this field." While Emmy Lou is underwater, *Ruth Marcy Quagliana* and husband Dave are up in the air! Ruth writes that "My husband and I are active in the Aurora Aero Club where Dave serves as Vice President and Treasurer. In addition, he is building his own two seater airplane . . . in our garage!" If one is in the skies also look for *Diane Mary Mudd* who is taking pilot lessons.

Janet Yax Urban is an editor-translator at the U. S. Joint Publications Research Service in San Francisco while her husband, *Jim*, is the legal editor and attorney for Bancroft Whitney Publications.

Sherrie Rice Olson and husband, *Ronald*, moved to San Francisco in March.

Suzanne Stillman Scupien writes that she and her husband Paul "have set up a workshop in our home and have designed a series of animal plaques for children."

MOVED: *Donna Campbell Koppman* (Mrs. Nicholas), 102 Ridgewood, Snyder, New York 14226; *Kathy Campbell Hebel* (Mrs. Lawrence), 131 Huxley Dr., Snyder, New York.

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Reporter:
Diane Thurston
122 Crystal Ave.
Buffalo, N. Y. 14220

ENGAGEMENTS: *Julia Palcic* to Prafull Patel; *Kathleen Patton* to Albert Frech, Jr.

WEDDINGS: *Bethlyn Beiter* to Thomas Burrows, October 19, 1968; *Donna Steggs* to Robert Strauss, January 1, 1969; *Margaret Zagner* to David Hagen, February 2, 1969.

BIRTHS: *Veronica Falcone Coleman*, a son, Edward, February 3, 1969; *Geraldine Fraterrigo Chase*, a daughter, Lisa, September 17, 1968; *Barbara Kandl Powers*, a son, Michael, August 20, 1968.

NEWS: This month, your reporter has several short, but noteworthy, news items. *Patricia Capstraw* is working in the Admissions Office at Rosary Hill College. *Rosemary Eddy* is studying for her master's degree in French at Middlebury College in Paris, France. *Clarice Giampaola* has received her M.S. degree from U.B. *Cathi Gladziszewski O'Connor* and *Mary Jane Feldman* are both social workers in the Buffalo area.

Jean Nuffort is still working with Marine Midland. She has recently received a well-deserved article. *Rita Caruana* is continuing her education at Buffalo State, while teaching in the Buffalo School System. *Hubie Wolf* is in her second year of graduate study at the University of Arizona. *Arlene Nikiel* is presently attending the graduate school of the Upstate Medical Center. *Shirley Marki* is a graduate assistant at Syracuse University where we also find *Toni DeAngelo* who is pursuing her doctoral studies in French.

Kathy Patton's fiancé, *Al*, is a doctoral degree candidate at New York State University. *Sue McCann* is teaching preschoolers at the Lackawanna Friendship House under the Head Start Program. *Diane White* is still active in politics in Washington, D.C. *Pat Pepe Schnitter* is teaching first grade at Buffalo School 90, while her husband, *Rory*, is teaching at Woodlawn Junior High School. Both are anxiously awaiting the completion of their new summer home in Holland, N. Y.

Finally, we hear from *Jan Lennon* that she and Rick have visited Spain and Portugal this Easter and plan to cover Scandinavia, Great Britain and Greece before their return to the United States in December. Jan also reports that her "kindergarten class is a joy."

As for your class reporter, I'm awaiting news from all of you!

MOVED: *Diane Becker*, 2141 Mayview Drive, Los Angeles, California 90027; *Terry Scheeler*, 4020 Monroe Avenue, Los Angeles, California 90029.

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Reporter:
Patricia Donovan
406 Marilla St.
Buffalo, N. Y. 14220

ENGAGEMENTS: *Doris Gallagher* to Terrence Gibbons; *Patricia Bills* to Lt. John C. North.

MARRIAGES: *Virginia Catan* to Thomas Kennedy, July 20, 1968; *Mary Jo Gleason* to Michael Hortnagel, August 10, 1968; *Mary Anne Kermis* to Kevin Cunningham, June 15, 1968; *Susan Knobloch* to John Wlos, October 12, 1968; *Susan Mauri* to Louis Maggiotto, November 30, 1968; *Margaret Miller* to James Gryta, June 29, 1968; *Joyce Miskuf* to Edward Cassasa, December 26, 1968; *Eleanor Sojka* to C. Bradley Trashenberg, July 27, 1968; *Ann Marie Strollo* to Paul Caste, July 4, 1968; *Ann Peterson* to James Cervino, July 13, 1968.

BIRTHS: *Carol Bania Krawczyk*, a daughter, Karen, March 18, 1969.

NEWS: *Christine Mierzwa* is in the Peace Corps in Africa. *Dorothea Gallagher* is working full time on her M.S. in education at State. *Mary Ann Kermis* Cunningham's husband is serving in Viet Nam while Mary Ann busies herself with being a graduate assistant at Canisius College. *Eleanor Sojka* Trashenberg writes that "In September, I will present a solo piano recital, having studied piano privately and having made it my major interest."

NEW ADDRESSES: *Susan Mauri* Maggiotto (Mrs. Louis), 292 Riverside Dr., Apt 2 C, New York, N. Y. 10028; *Christine Mierzwa*, Boite Postale 1F, Foundinongne, Senegal, Afrique; *Marge Rackl* Loesch (Mrs. David), 214 Ruby St., Ozark, Alabama 36360.

IN MEMORIAM

Mary Agnes Noonan '65, a young woman termed by Sister Marita as "always eager to improve her mind," died on December 20, 1968.

Mary, who pursued a master's program at St. Mary's School for the Deaf following graduation, was planning enrollment in a correspondence liberal arts master's program at the University of Oklahoma at the moment of her untimely death.



DESIGN BY B. D. LEIGHTON

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by Theresa Attea Utz

Ready to "ESCAPE"? Make your reservations now for Rosary Hill's Homecoming Weekend.

Anniversary classes of 1954, 1959, and 1964 are "in" this year with a special dinner on Friday night at 7:00 p.m., June 6 in Wick Center. The evening will be rounded out with a Rathskeller evening to be held in Lourdes Lounge. Provided will be escape into the world of tap beer, ham and cheese sandwiches, drinks, nibbles, fun and entertainment from 9-11 p.m. Meet faculty and friends. Get into the spirit of a weekend of "ESCAPE."

Saturday, June 7 offers varied events that allow your escape from the humdrum world of kids, dishes, desks, diapers, or any of the dirty dozens that surround us. Begin the day with the Chapter meeting in Duns Scotus at 9:30 a.m. Discover what is happening in the chapters. Fashions by Monique will be the special feature of the afternoon during the Luncheon-Fashion Show scheduled for 11:30 a.m. The wonderful world of fashion, frilly and feminine, practical and elegant, will be modeled by Rosary Hill alumnae.

Escape on Saturday night to the elegance of the Wick patio and dining area where a semi-formal dance featuring Dave Cheskin and his orchestra will be held. A dinner dance was originally planned, but the committee felt that because of the Luncheon-Fashion Show in the afternoon, a dance alone would be better received by the majority of alumnae. You may bring your own liquor. There's no doubt that escape into the wonderful feeling of good music, fine companionship, soft lights and refreshments will make Saturday complete.

Sunday morning, a Folk Mass celebrated by Chaplain Father Robert Smyth will take place at 11 a.m. in the Wick Social Room. Following a continental breakfast will be served in Lourdes Lounge.

Those from out of town may make reservations for weekend accommodations in the Rosary Hill Campus apartments. Babysitting services will be available through written request.

Don't forget! Make sure you are in on all the fun—make your reservations today. Included in the weekend package deal are two tickets for the Rathskeller, one ticket for the Luncheon-Fashion Show and one (couple) ticket for the Dance. The Anniversary Class dinner is additional; the Chapter Brunch and continental breakfast are free of charge. Individual tickets are slightly higher.

RESPONSE
Rosary Hill College
4380 Main Street
Buffalo, N. Y. 14226

Linda E. Carter '62
161 A. Kenville Rd.
Buffalo, N. Y. 14215

